Kentucky Department of Education
Update

KYCASE
March 5, 2013

Office of Next Generation Learners
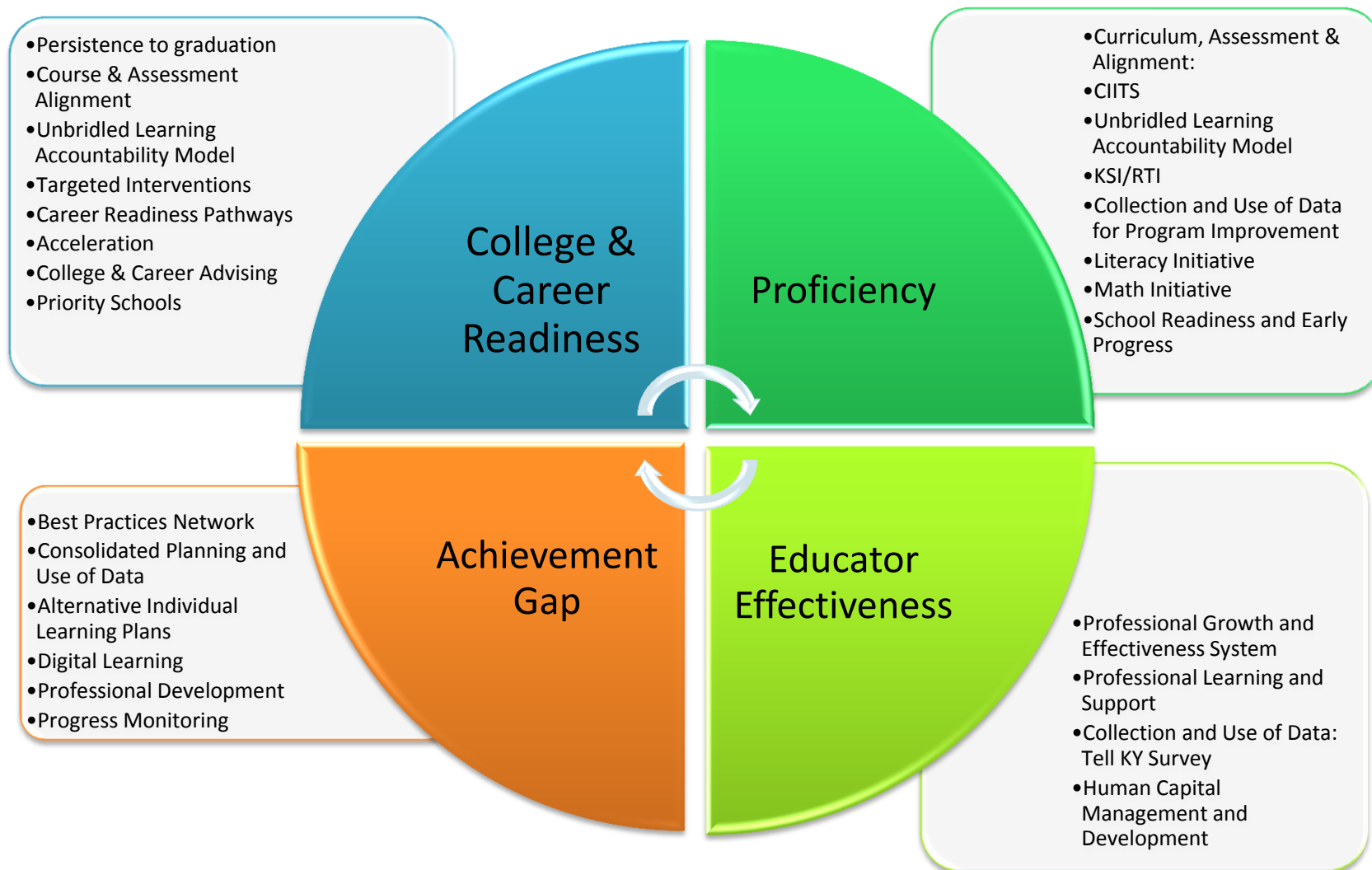
Vision

To ensure that **all students** reach proficiency and graduate from high school ready for college and careers

UNBRIDLED LEARNING
College/Career Readiness for All

Office of Next Generation Learners

Proficient and Prepared

College & Career Readiness

- Persistence to graduation
- Course & Assessment Alignment
- Unbridled Learning Accountability Model
- Targeted Interventions
- Career Readiness Pathways
- Acceleration
- College & Career Advising
- Priority Schools

Proficiency

- Curriculum, Assessment & Alignment:
- CIITS
- Unbridled Learning Accountability Model
- KSI/RTI
- Collection and Use of Data for Program Improvement
- Literacy Initiative
- Math Initiative
- School Readiness and Early Progress

Achievement Gap

- Best Practices Network
- Consolidated Planning and Use of Data
- Alternative Individual Learning Plans
- Digital Learning
- Professional Development
- Progress Monitoring

Educator Effectiveness

- Professional Growth and Effectiveness System
- Professional Learning and Support
- Collection and Use of Data: Tell KY Survey
- Human Capital Management and Development

Transforming teaching and learning at the classroom level

ow are we doing?

➢ *Assessment and Accountability*

➢ *Comprehensive Improvement Planning*

Assessment and Accountability Data Released (Nov 2nd)

College/Career Readiness (CCR) – *The cornerstone of the Unbridled Learning Accountability model*

- 47.2% CCR (38% in 2010-11)
  - Increase of more than **4,500 students**

*"The overriding goal of the state's public education system is to prepare students for the paths they want to take after high school, and these data show that **we are making progress** toward that goal."*

Kentucky Education Commissioner Terry Holliday

Office of Next Generation Learners

Assessment and Accountability Data Released (Nov 2nd)

2012 CCR Targets

100 districts met 2012 CCR Targets

Of districts that did not meet 2012 CCR Targets:

- 46 districts increased 10% or more
- 16 districts increased less than 10%
- 7 districts decreased from 2010

Targets based on 40% progress toward CCR 5 year goal

UNBRIDLED LEARNING
College/Career Readiness for All

EVERY CHILD
PROFICIENT & PREPARED FOR SUCCESS
KENTUCKY DEPARTMENT OF EDUCATION

Office of Next Generation Learners

Assessment and Accountability Data Released (Nov 2nd)

Overall Score

(achievement, gap, growth, CCR and graduation rate)

Statewide – 55.2

- ES – 57.3, MS – 53.5, HS – 54.8

Office of Next Generation Learners

"Because this year's data is the first from the Unbridled Learning model, I encourage educators, parents, communities, elected officials and others with a stake in public education to think of these classifications as **a starting point for improvement**. . . "

"Although more than two-thirds of schools and districts are in the Needs Improvement category, this is **not an indicator of failure**. The Unbridled Learning model is one of **continuous improvement**, and schools and districts now have a wealth of data to use as they plan for improvement in student learning and achievement."

Kentucky Education Commissioner Terry Holliday

Office of Next Generation Learners

Comprehensive Improvement Planning and Students with Disabilities

As you plan for students with disabilities (SWD) as part of your school's/district's comprehensive improvement planning process, remember that:

• Special education is a *service*, <u>not</u> a *place*

• SWD are *regular education students* who receive *special education services*

• The DoSE and special educators are **critical partners** as schools/districts develop **specific** and **intentional** plans for closing gaps for SWD

Comprehensive Improvement Planning and Students with Disabilities

DoSE and special educators play a critical role in district improvement planning to:

• Share **successful processes** around improvement planning for SWD

• Guide **review and analysis of district data** for SWD

• Assist with identification of **root causes** for the district's performance through use of the **investigative questions** from the ASSIST *Special Education Guidance Document*

• Suggest **activities** from the ASSIST *Special Education Guidance Document* **to close gaps** for SWD

Office of Next Generation Learners

Alternate Education Programs

Comprehensive Improvement Planning

Digital Learning

Innovation

Safe and Drug-Free Schools

Standards and Indicators for School Improvement

Educational Recovery Staff

Instructional Support Network (ISN)

Leadership Assessments

Leadership Networks - Deliverables

Leadership Networks in Kentucky - Video

No Pass No Drive

Persistence to Graduation

Unbridled Learning Summit - April 2010

Priority and Focus Schools

Comprehensive Improvement Planning for Schools and Districts

Published: 1/23/2013 1:23 PM

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that all students are college and career ready.

The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools.

For additional assistance, email csipdsip@education.ky.gov, this mailbox will be monitored 24/7 by staff.

Recorded WebEx by AdvanceEd, Building Goals and Plans in Assist, December 2012

Frequently Asked Questions, revised 01/02/2013

How to Write Goals and Create Them in ASSIST

Timeline for School Improvement Planning, revised 10/24/12

Building Comprehensive School and District Plans, revised 10/24/12

Priority and Focus Schools Check Needs Assessment Strategies

Guidance on 30, 60, 90 Day Plan

30, 60, 90 Day Plan 'How To' Video

ASSIST and Kentucky Continuous Progress Monitoring (KCMP)

ASSIST Special Education Guidance Document

ASSIST 2012 Special Education Data, revised 11/28/12

ASSIST KBE - K-Prep Scores

ASSIST KBE - Freshman Graduation Rate

ASSIST KBE - CCR Students

ASSIST KBE - Achievement Gap, revised 1/07/13

KDE Technology Platforms Glossary

A Guide for Using the Data Questions

ASSIST District Technology Webcast Presentation

Data Protocol Analysis Tool–Using Data to Achieve College/Career Readiness

Persistence to Graduation Announcement

Persistence to Graduation website

ASSIST Overview Presentation, August 1, 2012

Integrated Overview of CIITS, ASSIST and PGES WebEx, June 8, 2012

Integrated Overview of CIITS, ASSIST and PGES Presentation, June 8, 2012

Archived ASSIST WebEx Trainings:

- Educational Recovery Leaders
- KDE Staff
- Schools
- Districts
- Partners

Introduction of ASSIST Webinars

ASSIST Technical Guide, Completing & Submitting School & District Improvement Reports
ASSIST Technical Guide, Building & Managing Goals & Plans

The Missing Piece of the Proficiency Puzzle: Recommendations for Involving Family and Community in Improving Student Achievement

KBE Goals– KCMP Crosswalk

KBE Goals

- College Career Readiness
- Graduation Rate

KCMP

1. Graduation Rate
2. Dropout Rate
13. Transition Planning
14. Post-School Outcomes

- Proficiency
- Gap

3. Achievement
4. Suspension Rates
5. Least Restrictive Environment

Office of Next Generation Learners

Comprehensive Improvement Planning and Students with Disabilities

Follow the link below for more information and resources around comprehensive improvement planning for schools and districts:

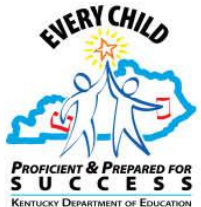http://education.ky.gov/school/csip/Pages/default.aspx

If you have questions or need support around planning for SWD, please contact your Regional Director of Special Education at your educational cooperative,

or email Johnny.Collett@education.ky.gov

Office of Next Generation Learners

Office of Next Generation Learners

Update on Sequestration

o The sequestration is **5% for federal fiscal year 2013** since there are only 7 months (March – September)

o Should the sequestration continue for federal fiscal year 2014, then we will see a projected **9% reduction**

o Challenge for districts is to budget for fiscal year 2014, which is the 2013-14 school year

o Would be a conservative choice to **plan for a 9% reduction in federal funds for school year 2013-14**

o You **can always adjust later** if you receive more funds, but it is difficult to reduce programs in the middle of a school year

Office of Next Generation Learners

5% Reduction to IDEA and Title I for KY (USED)

IDEA Part B Grants				
State	2012	2013	Reduction due to Sequester	Potential staff lost
Kentucky	$ 157,888,110	$ 150,199,201	$ 7,688,909	93

Title I Grants				Potential Impact		
State	2012	2013	Reduction due to Sequester	Schools	Students	Staff
Kentucky	$ 221,853,862	$ 210,090,236	$ 11,763,626	44	20,710	162

Office of Next Generation Learners

EVERY CHILD

PROFICIENT & PREPARED FOR SUCCESS
KENTUCKY DEPARTMENT OF EDUCATION

[Teaching, Empowering, Leading and Learning (TELL) Kentucky](#) Survey

o **March 4-29**

o Anonymous, web-based survey

o Every certified staff member in Kentucky's public schools will have an opportunity voice their *perceptions of working conditions* in Kentucky schools

o Designed to provide schools, districts and the state, data that can be used *to enhance school improvement efforts*

o In 2011, more than **40,000 (80%) educators** shared their perceptions

UNBRIDLED LEARNING

College/Career Readiness for All

Office of Next Generation Learners

EVERY CHILD

PROFICIENT & PREPARED FOR
S U C C E S S
KENTUCKY DEPARTMENT OF EDUCATION

Operation Preparation

During **March 2013**, trained volunteer community advisors will meet one-on-one with **every 8th- and 10th-grade student**. The community advisor will use the student's **Individual Learning Plan** or ILP (including *career interest inventory* and *EXPLORE/PLAN* results) to discuss the student's:

❖ career aspirations, required education/training and workforce skills

❖ whether the student is on target to meet their goals

❖ whether the student is taking the courses recommended to prepare them for a successful future

Office of Next Generation Learners

o ILP

o **Advising Diagnostic in ASSIST** to guide schools in developing and maintaining comprehensive college and career advising programs

o Online professional learning options on **blended models** of teaching

o Developing and refining supports for the **implementation of academic and behavioral interventions**

o Ways **extended learning opportunities** (ELOs) can help schools/districts address proficiency and CCR goals

o New staff member on board to focus on **accelerated learning opportunities**

EVERY CHILD

PROFICIENT & PREPARED FOR
S U C C E S S
KENTUCKY DEPARTMENT OF EDUCATION

Office of Next Generation Learners

KSI/RtI

- Updated list of **sites of exemplary practices** on the **KSI/RtI website**

- Projected date of **webinars** about KSI/RtI is **April 30**

  - Overview of RtI, including regulations
  - Reading and writing interventions
  - Math interventions
  - Behavior interventions
  - Progress monitoring

College/Career Readiness for All

Office of Next Generation Learners

Continuous Instructional Improvement Technology System (CIITS)

We are continuing to add resources -

o Special education, English learners and Preschool resources are top priority right now

Differentiated Learning –

o Definition, guidance and webpage being developed
o **Universal Design for Learning** (UDL)

What's new?

State Personnel Development Grant (SPDG)

KY has been awarded a 5 year **State Personnel Development Grant (SPDG)** from the USED/OSEP

- Close achievement gaps for SWD
- Better prepare students participating in the alternate assessment

UNBRIDLED LEARNING
College/Career Readiness for All

EVERY CHILD
PROFICIENT & PREPARED FOR
S U C C E S S
KENTUCKY DEPARTMENT OF EDUCATION

Office of Next Generation Learners

IDEA Formal Complaints Update

❖ The number of formal complaints being processed is **slightly lower** than at this point during the previous school year

❖ The majority of complaints filed during this school year have been **related to students who**:

  o Are identified or are suspected of having some form of **ASD**

  o Are identified as **EBD** or otherwise exhibiting extreme behaviors

Office of Next Generation Learners

IDEA Formal Complaints Update

- Creating **forms and templates** to promote consistency among investigators

- Several of these documents will soon be uploaded to the [Dispute Resolution](#) portion of the KDE web site

- **Q & A document** related to the formal complaint process is being developed and will also be available on the web site in the near future
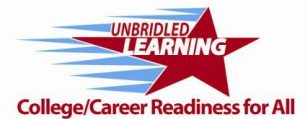
Office of Next Generation Learners

Submission of Reports/Application

✓ The Division of Learning Services (DLS) submitted Kentucky's FFY 11 **State Performance Plan/Annual Performance Report** on February 15, 2013*

✓ The DLS will submit Kentucky's **Annual State Application Under Part B of the IDEA for FFY 2013** by May 10, 2013 *(public comment 60 days prior)*

Office of Next Generation Learners

[Teacher/Leader Evaluation - Intent to Adopt Form](#)

- o To ensure districts are prepared to submit their final teacher and leader evaluation plans by the December 2013 deadline, you are asked to complete the **District Declaration of Intent to Adopt** form found on the web collector at the link listed below

- o The form asks that districts select their intent to adopt **the state-developed professional growth and effectiveness system** or a **locally-developed system that meets the ESEA waiver requirements**

- o This form must be submitted to the KDE, after consultation and approval from the district's local evaluation committee, **no later than March 29, 2013**.

The form can be completed and submitted online and is located at http://cms.education.ky.gov/formserv/?id=IntentToAdoptPGES.

EVERY CHILD

PROFICIENT & PREPARED FOR
S U C C E S S
KENTUCKY DEPARTMENT OF EDUCATION

Office of Next Generation Learners

Administrative Regulations Update

➢ *Alternative High School Diploma*

➢ *Physical Restraint and Seclusion in Public Schools*

Alternative High School Diploma (SB 43 2012)

- **SB 43** passed by the 2012 legislature and resulted in an update to [704 KAR 3:305](), Minimum requirements for high school graduation

- Beginning with the **graduating class of 2013**

- An **alternative high school diploma** to be awarded by the local board of education consistent with the graduation practices for all students

- A local board of education may establish policies to award an alternative high school diploma **to a former student** who has received a certificate or certificate of attainment

Office of Next Generation Learners

Alternative High School Diploma (SB 43 2012)

- "Alternative HS Diploma" **will not count positively toward a district's graduation rate**

- Recipients of the 'Alternative High School Diploma' are reported on the Exiting Report **not** as Graduated High School (with a standard high school diploma) **but** as exited special education having *Received a Certificate*

"*Our goal is college and career readiness for all students. . . Awarding the alternative high school diploma **along with the delivery of strong planning and transition services** will support the transition to life after K-12 for students with the most significant cognitive disabilities.*"

KY Education Commissioner Terry Holliday

Office of Next Generation Learners

Use of Physical Restraint and Seclusion in Public Schools (704 KAR 7:160)

❖ On **February 1, 2013**, *704 KAR 7:160 Use of Physical Restraint and Seclusion in Public Schools* became final

❖ Implementation begins in the 2013-2014 school year. Districts should strive to revise their local policies and procedures **within 90 days** of the effective date but **no later than July 1, 2013**

❖ The **KDE Guidance Document** is now available to assist districts with implementation of the regulation

Text of the Regulation
http://www.lrc.ky.gov/kar/704/007/160.htm

Guidance Document
KDE Guidance Document for 704 KAR 7 160.pdf

Office of Next Generation Learners

Use of Physical Restraint and Seclusion in Public Schools (704 KAR 7:160)

❖ The KDE, in partnership with Kentucky Educational Television (KET), is developing content for the <u>web-based option</u> for the **training required of all school personnel**, *pursuant to Section 6 of the regulation*

❖ Training will focus on *positive behavioral supports and interventions* to **increase appropriate** student behaviors, **decrease inappropriate** or dangerous student behaviors, and **respond to** dangerous behavior

❖ The web-based option for the required trainings will be <u>available</u> to districts **prior to the start of the 2013-2014 school year**

Office of Next Generation Learners

. . . hat t er . . . .

Where does it appear that districts may need some support?

Office of Next Generation Learners

What we're noticing. . .

- *Great improvement* regarding **IEP transition requirements** since 2009-2010

- *Very few issues* regarding **Indicators 11 or 12**

- *Some growth* in explaining **adverse effect**

- *Improvement* with the **triangulation of data** in making IEP Team decisions

What we're noticing. . .

- *Little to no evidence* regarding interventions or progress monitoring when students are **reevaluated** and the disability category **changes**

- Particularly from OHI to SLD

- **What data support eligibility** in the "new" category?

What we're noticing. . .

- *Lack of progress monitoring* by teachers to measure a **student's progress** toward meeting their annual goal

  - ***The IEP Design team*** is in the initial phase of building a progress monitoring state training

- *Not clear* how teachers are **adjusting instruction** to meet the needs of students

Office of Next Generation Learners

What we're noticing. . .

o **Lack of RtI data** and **IEP Team analysis** and documentation

o **LRE statements** are often *very weak*

  o stating that a student could not be in general education setting and just wrote IQ score

  o not explaining why student cannot be served in general education setting and, thus, requires a more restrictive setting

Some "IDEAs" we're discussing. . .

- ❖ Focus on **IEP construction**
  - o *IEP Guidance Document* in its second year of training and implementation by districts

- ❖ Process IEP teams use to make **decisions regarding accommodations**

  - o What support do IEP teams need regarding "decision rules" when it comes to accommodations?

  - o KDE will do more for IEP teams regarding **guidance, training, coaching** and **support** around this

Going Forward. . .

Some things you will hear me say/ask __a lot__ as we move forward

Regarding implementation of the [Kentucky Core Academic Standards (KCAS)](). . .

o What **professional learning experiences** have SpEd teachers received related to implementation of the KCAS?

o What **professional learning experiences** do SpEd teachers need related to implementation of the KCAS?

o How will the district ensure that SpEd teachers have the necessary **professional learning experiences** they need related to implementation of the KCAS?

ESEA Waiver, Principle 1

Office of Next Generation Learners

Transforming teaching and learning at the classroom level

- How have "**practices**" <u>changed</u> regarding implementation of the new KCAS?

  - **Practices** MUST change in order to achieve the intended learning

- How are districts **building capacity** at the local level?

- Early indicators? Evidence?
  Please share. . .

Office of Next Generation Learners

Also. . .

o How are IEP Teams making **decisions about placement**?

o <u>What do we know</u> about **differentiating instruction**?

    o <u>How are teachers </u>differentiating instruction, **using technology** to differentiate instruction, **etc.?**

"The Continuous Instructional Improvement Technology System (**CIITS**) will connect **standards**, electronically stored **instructional resources**, **curriculum**, **formative assessments**, **instruction**, **professional learning** and **evaluation** of teachers and principals in one place, thereby **improving instructional outcomes**, teacher effectiveness and leadership."

--Terry Holliday, Ph.D.
Kentucky Education Commissioner
on the vision for CIITS

Office of Next Generation Learners

PD 360

KDE is partnering with the **School Improvement Network** to provide the **PD 360** professional development platform to Kentucky educators for the 2012-13 school year **at no charge to school districts**.

Office of Next Generation Learners

PD 360 & Common Core 360

- available to all public school educators through [CIITS](#) and

- support the new [Professional Growth and Effectiveness System](#)

*Research shows that teachers who use PD 360 become **measurably more effective** in the classroom and help improve student achievement*

[CIITS log-in page](#)

Office of Next Generation Learners

Contact

Johnny W. Collett

Director, Division of Learning Services

Kentucky Department of Education

(502) 564-4970

Johnny.Collett@education.ky.gov